

Grade Four

Movement Skills and Movement Knowledge

Standard 1 The student will be competent in many movement activities.

Students in **grade four** who meet this standard will be able to:

- Throw, catch, strike, and kick using correct form.
- Dribble and pass in basketball-related activities.
- Balance with control on a variety of objects (balance board, large apparatus, skates, stilts).
- Develop and refine a gymnastics tumbling sequence demonstrating smooth transitions.
- Develop a creative dance sequence and refine it into a repeatable pattern.
- Jump and land for height/distance, using correct form.
- Transfer weight from feet to hands at fast and slow speeds, using large extensions (e.g., mule kick, handstand, cartwheel).

The following are assignments and tasks that might be used to meet the standard:

- Each student will receive and send a ball to a stationary partner. The teacher observes the passing and uses a checklist to annotate the performance. The student will receive the pass and send it in one motion.
- Students will perform a combination of movement skills to complete a gymnastics or dance routine.

Standard 2 The student will understand how and why one moves in a variety of situations and will use this information to enhance his or her skills.

Students in **grade four** who meet this standard will be able to:

- Recognize the critical elements of movements made by fellow students and provide feedback.
- Understand that appropriate practice improves performance.

The following is a task that might be used to meet the standard:

- Students will practice the critical elements of movement, such as a throw, in groups of three and share the roles of performer/thrower, receiver, and coach/recorder. The recorder will tally the successful completion of each task (opposition or step, for example) and give feedback. Students will alter their throws based on recorded and oral feedback.

Standard 3 The student will achieve and maintain a health-enhancing level of physical fitness.

Students in **grade four** who meet this standard will be able to:

- Engage in appropriate activity that results in the development of muscular strength and endurance.
- Maintain continuous aerobic activity for a specified time and activity (12–15 minutes).
- Support, lift, and control body weight in a variety of activities.
- Participate regularly in physical activity for the purpose of improving physical fitness.

The following is a task that might be used to meet the standard:

- Students will record their after-school activities that are vigorous in nature. They record the day on which the activities were done and the length of time it took to do them. Students then identify the fitness component related to each of the different activities. Their parents or guardians are to sign the logs each day.

Self-image and Personal Development

Standard 4 **The student will exhibit a physically active lifestyle and will understand that physical activity provides opportunities for enjoyment, challenge, and self-expression.**

Students in **grade four** who meet this standard will be able to:

- Participate regularly in a physical activity that develops a healthy lifestyle.
- Describe healthful benefits that result from their regular and appropriate participation in physical activity.
- Identify at least one activity they enjoy that they participate in on a regular basis (formal or informal).
- Identify opportunities for more formal participation in physical activities in the community.
- Design games, gymnastics, and dance sequences in which they are personally interested.

The following is a task that might be used to meet the standard:

- Students will design a simple or modified game with a partner or in a group of three. Student groups will teach the game to the class and have the class play the game. The game will be evaluated in the following areas: (1) student participation; (2) skill level needed to play (How skilled a player do you need to be?); (3) safety considerations (Are all safe?); and (4) level of enjoyment (Was this game fun?). Each area is ranked using a high-middle-low scale.

Standard 5 **The student will demonstrate responsible personal behavior while participating in movement activities.**

Students in **grade four** who meet this standard will be able to:

- Assess their own performance problems without blaming others.
- Accept decisions regarding a rule infraction without displaying a negative reaction.
- Act in a safe manner during physical activity.
- Work independently and on task for small-group activities.

The following is an assignment that might be used to meet the standard:

- Students are divided into small groups to work on pitching, batting, and catching a Wiffle ball. Students will set up equipment and

practice each skill in a cooperative manner. After completion of the activity, students will assess their own performance in (1) cooperating in the group; (2) being helpful; and (3) ensuring equal practice time for all.

Social Development

Standard 6 The student will demonstrate responsible social behavior while participating in movement activities. The student will understand the importance of respect for all others.

Students in **grade four** who meet this standard will be able to:

- Demonstrate the ability to lead or follow while working cooperatively with a partner or small group.
- Recognize the fundamental strategies in simple games.
- Recognize the attributes that individual differences can bring to group activities.

The following is a task that might be used to meet the standard:

- Students in small groups decide, from a set of specific game skills, which skills their groups will practice. Students will ensure that each member of the group gets the appropriate amount of practice on the skill to ensure group success. Members of each group will work to help one another improve, and the group will stay focused on the task.

Standard 7 The student will understand the interrelationship between history and culture and games, sports, play, and dance.

Students in **grade four** who meet this standard will be able to:

- Describe the physical education experience for students in California during the last one hundred years and how their current physical education experience is different.
- Describe and participate in activities of different national, cultural, and ethnic origins.

The following is a task that might be used to meet the standard:

- Students will research physical activities performed during the California gold rush period. They will demonstrate children's games, adult recreations, and ethnic activities.